

the majority of readers prefer this to having to turn over the pages to read the actual records again.

A certain amount of repetition, both of the data and of parts of my theoretical statement, inevitably arises from the method of presentation adopted. The advantages of keeping the actual material apart from its theoretical interpretation seem to me, however, to outweigh any disadvantage of minor repetition.

SOURCES OF MATERIAL

The records offered are drawn from the following sources:

My own material

a. Systematic observations of the children in the Malting House School for three and a quarter years, (Thirty-one children in all.)

(3. Incidental observations of individual children in ordinary life.

yi Over 420 letters received from mothers and nurses, describing at firsthand the behaviour of their children in detail, and asking for practical advice in difficulties of nursery training. I have elsewhere described the general material gathered from these letters (themselves a selection from a larger number), and discussed its evidential value. The writers are ordinary mothers and nurses, untrained in scientific judgment, but free from psychological theory. They give the descriptive facts simply in order to ask for help.* The difficulties described

fall into the following groups :

	Boys.	Girls.	Total.
1. Children difficult mainly in relation to authority	41	29	70
2. Fears, night-terrors and general anxiety	24	43	67
3. Failures in cleanliness	32	n	43
4. Thumb-sucking	..	13	14
5. Feeding problems.....	19	14	33
6. Bed-time and sleep problems	21	16	37
7. Masturbation	..	12	17
8. Speech problems	..	..	15
9. Aggression.....	6	21	27
10. Jealousy	18	7	25
11. Temper	13	8	21
12. Nail-biting.....	n	6	17
	10	5	15

13. Excitability.....	3	5	8
¹ * Some Notes on the Incidence of Neurotic Difficulties in Young Children", <i>British Journal of Educational Psychology</i> , Vol. II, Parts I and II.			